



**Tudor Grange  
Academies Trust**



# **Primary Religious Education Curriculum Map**

**TGPASJ**



## Year 1

### Solihull SACRE Agreed Syllabus for RE

- Pupils should be able to talk about God and about specific ways in which people show their belief in God. They should explore the difference between right and wrong and understand the importance of forgiveness.
- Pupils should identify some religious festivals practices and symbols and re-tell some religious and moral stories, and name or talk about some religious people and the communities they belong to.
- Pupils should raise questions which show they are developing an enquiring approach to life, and use a number of religious words and value themselves, others and the world in which they live, recognising that they have responsibilities, to themselves and others.
- Pupils should recognise a range of emotions in themselves and others and express their own thoughts. They should also recognise that people have a variety of life experiences.
- Pupils should recall the story of Zacchaeus (Luke 19 v 1-10), including: 1. Zacchaeus was the tax collector in Jericho. 2. People did not like Zacchaeus because he stole money from them. 3. Zacchaeus climbed a tree to see Jesus. 4. Jesus spoke to Zacchaeus and asked to stay at his house. 5. After meeting Jesus, Zacchaeus returned all the money he had stolen and gave half of what he had to the poor.
- Pupils should identify Jesus with the religion of Christianity.
- Pupils should identify the story of Zacchaeus with the religion of Christianity.
- Pupils should know that the story of Zacchaeus is in the Bible.
- Pupils should understand the story of Jesus showing kindness towards a selfish and unpopular man like Zacchaeus provides an example of “Christian love” and that “Christian love” may require showing love towards a person who is not very lovable.
- Pupils should express their ideas and insights, raise questions and suggest answers in response to their enquiry into the story of Zacchaeus.
- Pupils should attempt to support and explain their ideas in simple terms using reasons with religious language.

| Year 1                                                      | Autumn 1                                                                  | Autumn 2                                                                                          | Spring 1                                                                                                 | Spring 2                                                                                     | Summer 1                                                                               | Summer 2                                                                             |
|-------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Understanding Christianity</b><br><b>Jigsaw RE Units</b> | Concept: <b>Creation</b><br>Religion: Christianity<br>Who made the world? | Concept: <b>Incarnation</b><br>Religion: Christianity<br>Why does Christmas matter to Christians? | Theme: <b>Agape (Christian Love)</b><br>Religion: Christianity<br>What did Jesus teach about being kind? | Concept: <b>Salvation</b><br>Religion: Christianity<br>Why does Easter matter to Christians? | Theme: <b>Shabbat</b><br>Religion: Judaism<br>Is Shabbat important to Jewish children? | Theme: <b>Rosh Hashanah and Yom Kippur</b><br>Religion: Judaism<br>Are Rosh Hashanah |



|                                  |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                            |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | and Yom Kippur<br>important to Jewish<br>children?                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Fundamental<br/>Knowledge</b> | <p>Pupils will know that Christians believe:</p> <p>God created the universe.</p> <p>The Earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Humans should care for the world because it belongs to God.</p> | <p>Pupils will know that: Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</p> <p>Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p> | <p>Talk about who their friends are and explain why they like them.</p> <p>Know who Zacchaeus is and explain how Jesus was friendly to him.</p> <p>To know that Jesus was a friend to Zacchaeus and why that might not have been easy.</p> | <p>Pupils will know that: Easter is very important in the 'big story' of the Bible.</p> <p>Christians believe Jesus rose again, giving people hope of a new life.</p> | <p>The Jewish Holy books (Tenakh) contain core beliefs and stories including the Creation Story in which God creates the world in six days and rests on the seventh – the Sabbath. As the Jewish weeks start on a Sunday, Saturday is the 7th day, the day of rest – Shabbat.</p> <p>The law books attributed to Moses include the 10 commandments – one of these is to 'Honour the Sabbath'.</p> <p>Shabbat (Sabbath) is celebrated both in the home and the synagogue and the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday.</p> <p>The start of Shabbat is marked with a special meal and ceremony in the home.</p> | <p>Empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p> <p>Explain how it feels to say sorry and what they have said sorry for.</p> <p>Understand how it feels to forgive someone.</p> <p>To say something that either Rosh Hashanah or Yom Kippur is about.</p> <p>To describe what they think is an important part of Rosh Hashanah or Yom Kippur.</p> |



## RE Curriculum Map



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|                   |                                                                                                |                                                                                               |                                                                 |                                                                                               | When worshipping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God. |                                                                                    |
| <b>Vocabulary</b> | Genesis<br>Creation<br>Bible<br>Christians<br>God<br>Jesus<br>Creator<br>Sustainer<br>Universe | Jesus<br>Birth<br>Gospels<br>Bethlehem<br>Worshipped<br>King<br>Advent<br>King<br>Incarnation | Friend<br>Friendship<br>Zacchaeus<br>Agape<br>Christian<br>Love | Incarnation<br>Salvation<br>Holy Week<br>Jesus<br>Resurrection<br>Worship<br>Easter<br>Heaven | Shabbat<br>Kippah<br>Tenakh                                                                                       | Rosh Hashanah<br>Yom Kippur<br>Jewish<br>Forgiveness<br>Challa bread<br>Reflection |



## Year 2

### Solihull SACRE Agreed Syllabus for RE

- Pupils should be able to talk about God and about specific ways in which people show their belief in God. They should explore the difference between right and wrong and understand the importance of forgiveness.
- Pupils should identify some religious festivals practices and symbols and re-tell some religious and moral stories, and name or talk about some religious people and the communities they belong to.
- Pupils should raise questions which show they are developing an enquiring approach to life, and use a number of religious words and value themselves, others and the world in which they live, recognising that they have responsibilities, to themselves and others.
- Pupils should recognise a range of emotions in themselves and others and express their own thoughts. They should also recognise that people have a variety of life experiences.
- Pupils should recall stories associated with the last eight days of Jesus' life, including: 1. his entry into Jerusalem. 2. the Last Supper. 3. his arrest. 4. the crucifixion. 5. the resurrection.
- Pupils should identify these stories with the religion of Christianity.
- Pupils should identify the order in which the events are believed by many Christians to have taken place.
- Pupils should express their ideas and insights, raise questions and suggest answers in response to their enquiry into the Easter story.
- Pupils should attempt to support and explain their ideas in simple terms using religious language.

| Year 2                                            | Autumn 1                                                                          | Autumn 2                                                                              | Spring 1                                                                                                         | Spring 2                                                                                                                         | Summer 1                                                                                                         | Summer 2                                                                              |
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| <b>Understanding Christianity Jigsaw RE Units</b> | Concept: God<br>Religion: Christianity<br>What do Christians believe God is like? | Concept: Gospel<br>Religion: Christianity<br>What is the good news that Jesus brings? | Theme: Community and belonging<br>Religion: Islam<br>Does going to the mosque give Muslims a sense of belonging? | Theme: Easter<br>Religion: Christianity<br>How important is it to Christians that Jesus came back to life after His crucifixion? | Theme: What did Jesus teach?<br>Religion: Christianity<br>Is it possible to be kind to everyone all of the time? | Theme: Hajj<br>Religion: Islam<br>Does completing Hajj make a person a better Muslim? |



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| <p><b>Fundamental Knowledge</b></p> | <p>Pupils will know that:</p> <p>Christians believe in God, and that they find out about God in the Bible.</p> <p>Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</p> <p>Some stories show these Christian beliefs.</p> <p>Christians worship God and try to live in ways that please him.</p> | <p>Pupils will know that:</p> <p>Christians believe Jesus brings good news for all people.</p> <p>For Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> | <p>Understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.</p> <p>Understand how meeting in a certain place could make them feel like they belong.</p> <p>Explain what happens when Muslims pray alone or at the mosque.</p> <p>Talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> | <p>Christians believe that Jesus was put to death on a cross and remember this event on Good Friday.</p> <p>They believe that after he died, he was put into a tomb with a stone rolled across the doorway (so something that could not easily be moved especially from the inside). On Easter Sunday, visitors to the tomb (one being Mary Magdalene who was a follower of Jesus) found it empty. Mary then saw Jesus in the gardens surrounding the tomb, demonstrating to her that he had risen from the dead.</p> <p>The disciples (Jesus' friends) wrote about these events and their significance in the later books of the New Testament.</p> | <p>The learning is based on Jesus summing up the 10 commandments from the Old Testament into two commandments.</p> <p><i>"Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.' The second is this: 'Love your neighbour as yourself.' There is no commandment greater than these."</i> Mark 12:30-31</p> <p>Jesus then gave examples of parables and acted in a way to help people around him understand this.</p> | <p>Understand what happens during Hajj and to explore the importance of this to Muslims.</p> <p>Describe a special journey and why it was special to me.</p> <p>To know some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>To know the significance of Hajj to a Muslim.</p> |
| <p><b>Vocabulary</b></p>            | <p>Parable<br/>Bible<br/>Forgiving<br/>Sorry<br/>Welcoming</p>                                                                                                                                                                                                                                                                     | <p>Jesus<br/>Christians<br/>God<br/>Belief<br/>Forgiven</p>                                                                                                                                                                                                                                                                                                                                   | <p>Mosque<br/>Muslim<br/>Pray<br/>Belonging</p>                                                                                                                                                                                                                                                                                                                                                                              | <p>Resurrection<br/>Salvation<br/>Disciples<br/>New Testament</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Samaritan<br/>Levite<br/>Pharisee<br/>Parables</p>                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Hajj<br/>Pilgrimage<br/>Mecca<br/>Journey<br/>Significant</p>                                                                                                                                                                                                                                                                     |



RE  
Curriculum Map



|  |         |         |  |  |  |                         |
|--|---------|---------|--|--|--|-------------------------|
|  | Worship | Charity |  |  |  | Important<br>Commitment |
|--|---------|---------|--|--|--|-------------------------|



### Year 3

#### Solihull SACRE Agreed Syllabus for RE

- Pupils should talk about God and identify the influence of religion in the lives of believers and know some elements of religions and moral teachings and be able to discuss moral questions.
- Pupils should describe and discuss the significance of a number of religious festivals practices and symbols and re-tell a range of religious stories and identify their sources and be able to describe a number of people of faith.
- Pupils should show they are developing an enquiring approach to life by raising deeper questions, investigate using a variety of sources and recognise the importance of literature as a religious form of expression, and can understand and use a growing religious vocabulary.
- Pupils should show how they value themselves, others and the world around them and explain their responsibilities.
- Pupils should recognise the range of emotions in themselves and others and begin to understand their causes and reflect upon their own experience and that of others and to express sensitively their own thoughts with confidence recognise that people have a variety of life experiences.
- Pupils should know that many Christians refer to Jesus as the Saviour.
- Pupils should know that many Christians describe Jesus as the “Son of God” and they understand that this is not the same as a human father who has a human son.
- Pupils should know and understand the main beliefs of the traditional Christian Salvation story including the following: 1. Human life had gone wrong. 2. Jesus’ death on the cross resulted in the saving of humankind. 3. Jesus’ resurrection for many Christians showed that for all who believe in him there is a “new life”, or an “eternal life” to come.
- Pupils should know and show a simple understanding of the Christian belief that the life we know -“earthly life” is different from “eternal life” not merely in terms of length (quantity) but in quality – “eternal life” is glorified.
- Pupils should express their own ideas and insights and raise relevant questions and in response to their enquiry into the traditional Christian Salvation story and why Jesus is called the Saviour.
- Pupils should suggest answers to the questions they raise using reasons and evidence to support or justify their views using religious language.

| Year 3               | Autumn 1                                                | Autumn 2             | Spring 1                                              | Spring 2                                            | Summer 1                                                       | Summer 2                                         |
|----------------------|---------------------------------------------------------|----------------------|-------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------|
| <b>Understanding</b> | Concept: <b>Creation/Fall</b><br>Religion: Christianity | Theme: <b>Diwali</b> | Concept: <b>Incarnation</b><br>Religion: Christianity | Concept: <b>Salvation</b><br>Religion: Christianity | Theme: <b>Hindu Beliefs</b><br>Religion: <b>Santana Dharma</b> | Concept: <b>Gospel</b><br>Religion: Christianity |



| <b>Christianity</b><br><b>Jigsaw RE</b><br><b>Units</b> | <b>What do Christians learn from the creation story?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Religion: Santana Dharma</b><br>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?                                                                                                                                                                                                                                                                                                                    | <b>What is Trinity?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Why do Christians call the day Jesus died 'Good Friday'?</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>(Hinduism)</b><br>How can Brahman be everywhere and in everything?                                                                                                                                                                                                                                                                                                                                                | <b>What kind of world did Jesus want?</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Fundamental Knowledge</b>                            | <p>Pupils will know that Christians believe:</p> <p>God the Creator cares for the creation, including human beings.</p> <p>As human beings are part of God's good creation, they do best when they listen to God.</p> <p>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</p> <p>[Building block from EYFS: Christians believe God made our wonderful</p> | <p>Investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.</p> <p>Say three important actions they could take to support a group they belong to. Discuss their understanding of their group's symbol.</p> <p>Describe some of the ways Hindus celebrate Diwali and start to explain how they think Hindu children might feel at Diwali.</p> <p>Start to say why Diwali might bring a</p> | <p>Pupils will know that:</p> <p>Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</p> | <p>Pupils will know that:</p> <p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Christians remember and celebrate Jesus'</p> | <p>Understand the Hindu belief that there is one God with many different aspects.</p> <p>Explain some of the different roles they play whilst still being themselves.</p> <p>Describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>Recognise what they think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> | <p>Pupils will know that:</p> <p>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>Jesus shows love and forgiveness to unlikely people.</p> <p>Christians try to be like Jesus — they want to know him better and better.</p> <p>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> |



# RE Curriculum Map



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|-------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
|                   | world and so we should look after it.]                                                              | sense of belonging to Hindus.                                                                | <p>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</p> <p>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> | last week, death and resurrection.                                                                                         |                                                                                                                               |                                                                                                   |
| <b>Vocabulary</b> | <p>God the Creator</p> <p>Creation</p> <p>Relationship</p> <p>Ten Commandments</p> <p>Genesis 1</p> | <p>Santana Dharma</p> <p>Hindu</p> <p>Family</p> <p>Diwali</p> <p>Light</p> <p>Belonging</p> | <p>Trinity</p> <p>Father</p> <p>Son</p> <p>Holy Spirit</p> <p>Followers</p> <p>Power</p>                                                                                                                                                                                    | <p>Jerusalem</p> <p>Death</p> <p>Resurrection</p> <p>Gospel</p> <p>Palm Sunday</p> <p>Good Friday</p> <p>Easter Sunday</p> | <p>Santana Dharma</p> <p>Brahman</p> <p>Belief</p> <p>Brahma – creator</p> <p>Vishnu – preserver</p> <p>Shiva – destroyer</p> | <p>Disciples</p> <p>Leper</p> <p>Clergy</p> <p>Gospel</p> <p>Challenges</p> <p>Social justice</p> |



## Year 4

**Solihull  
SACRE  
Agreed  
Syllabus  
for RE**

- Pupils should talk about God and identify the influence of religion in the lives of believers and know some elements of religions and moral teachings and be able to discuss moral questions.
- Pupils should describe and discuss the significance of a number of religious festivals practices and symbols and re-tell a range of religious stories and identify their sources and be able to describe a number of people of faith.
- Pupils should show they are developing an enquiring approach to life by raising deeper questions, investigate using a variety of sources and recognise the importance of literature as a religious form of expression, and can understand and use a growing religious vocabulary.
- Pupils should show how they value themselves, others and the world around them and explain their responsibilities.
- Pupils should recognise the range of emotions in themselves and others and begin to understand their causes and reflect upon their own experience and that of others and to express sensitively their own thoughts with confidence recognise that people have a variety of life experiences.
- Pupils should recall the main details of “The Lost Sheep” story (Matt 18 v 12-14), Luke 15 v 3-7), including: 1. A shepherd had a hundred sheep but one goes missing. 2. The shepherd searches for the lost sheep. 3. The shepherd finds the lost sheep. 4. The lost sheep is brought back home. 5. Everyone is happy.
- Pupils should identify the story with the religion of Christianity.
- Pupils should know that the story was told by Jesus and that it is in the Bible.
- Pupils should understand that the story of “The Lost Sheep is a parable and that in parables things or characters represent something else.
- Pupils should understand that one interpretation of the story is that it provides a demonstration of what “Christian love” as Jesus perhaps taught it might involve the following: - a) “Christian love” may require showing love towards a person who is not very lovable. In the parable the “lost sheep” represents those who go astray – those who do not do the right thing and who may themselves be not very kind. b) “Christian love” may require of a person, effort, risk, hardship, even sacrifice as represented in the risk and personal sacrifice shown in the action of the “shepherd”.
- Pupils should recognise links between the parable of the “lost sheep” and the story of Jesus’ willingness to help Zacchaeus.
- Pupils should express their own and raise relevant questions in response to their enquiry into the story of “The Lost Sheep” and what the undertaking of “Christian love” might require of a person.
- Pupils should suggest answers to the questions they raise using reasons and evidence to support or justify their views.



| Year 4                                            | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Understanding Christianity Jigsaw RE Units</b> | <b>Concept: People of God</b><br><b>Religion: Christianity</b><br>What is it like to follow God?                                                                                                                                                                                                                                                                                                                            | <b>Theme: Christian Love</b><br><b>Religion: Christianity</b><br>What does the story of 'The Lost Sheep' mean?                                                                                                                                                                                                                                                                                                                                                                | <b>Theme: Buddha's Teachings</b><br><b>Religion: Buddhism</b><br>Can the Buddha's teaching make the world a better place?                                                                                                                                                                                                                                                                                                                                                   | <b>Theme: Easter</b><br><b>Religion: Christianity</b><br>Is forgiveness always possible for Christians?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Theme: Beliefs in Practice</b><br><b>Religion: Buddhism</b><br>What is the best way for a Buddhist to lead a good life?                                                                                                                                                                                                                                                                                                                                      | <b>Concept: Kingdom of God</b><br><b>Religion: Christianity</b><br>When Jesus left, what was the impact of Pentecost?                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Fundamental Knowledge</b>                      | <p>Pupils will know that Christians believe:</p> <p>The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.</p> <p>The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>They believe he promises to stay with them and Bible stories show how God keeps his promises.</p> | <p>Understand the story of The Lost Sheep and its message with the theme of Christian love.</p> <p>Talk about some of the things they could do to show somebody that they care and want to help them do the right thing.</p> <p>Explain how Christians may interpret the story of the Lost Sheep.</p> <p>Say how a Christian might use the story of the Lost Sheep to act in their lives today.</p> <p>Explain that, for a Christian, showing love in the same way as the</p> | <p>The story of the Buddha shows Buddhists that it is important to live your life in the right way. As a prince he had everything, but was not happy.</p> <p>He realised that suffering and unhappiness were often caused by not understanding what life was like. He decided to try to live his life in a way that would help others and not just think about himself.</p> <p>Many Buddhists today look at what happened in the Buddha's life and try to learn how his</p> | <p>Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins. His death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of salvation.</p> <p>Jesus forgave many people in his lifetime as an example to his followers. He was "without sin" as the incarnate Son of God so could not do something wrong. He is usually depicted in the Gospels as kind and loving. The actions in the Temple are a stark contrast to this.</p> <p>Jesus taught his disciples "the Lord's Prayer" which is also known as the "Our Father". It explicitly asks God to grant the speaker</p> | <p>Most Buddhists believe in a cycle of life, death and rebirth. They believe that people live many times and try to be better each time — the goal of this is to achieve enlightenment which will mean they do not have to live again, this is called Nirvana.</p> <p>Some enlightened people like the Buddha choose to keep living in order to pass their teachings on.</p> <p>The Buddha lived to an old age helping people by explaining his teachings.</p> | <p>Pupils will know that:</p> <p>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <p>Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at</p> |



## RE Curriculum Map



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|-------------------|------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                                                                  | shepherd may include risk or sacrifice.              | teachings like the three marks of existence could help them. Some stories that the Buddha told help Buddhists understand how they should approach life. | forgiveness as they forgive others who have hurt them. |                                                                    | Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.<br><br>Christians celebrate Pentecost as the beginning of the Church. |
| <b>Vocabulary</b> | Promise<br>Noah<br>Wedding<br>Ceremony<br>Israel<br>Relationship | Parable<br>Lost Sheep<br>Love<br>Sacrifice<br>Choice | Siddhartha Gautama<br>Buddha<br>Enlightenment<br>Dukkha<br>Anicca                                                                                       | Incarnation<br>Gospel<br>Disciples<br>Lamb of God      | Siddhartha Gautama<br>Buddha<br>Enlightenment<br>Dukkha<br>Nirvana | Pentecost<br>Holy Spirit<br>Heaven<br>King<br>Kingdom of God<br>Reflection                                                                                                                |



## Year 5

**Solihull  
SACRE  
Agreed  
Syllabus  
for RE**

- Pupils should talk about God and identify the influence of religion in the lives of believers and know some elements of religions and moral teachings and be able to discuss moral questions.
- Pupils should describe and discuss the significance of a number of religious festivals practices and symbols and re-tell a range of religious stories and identify their sources and be able to describe a number of people of faith.
- Pupils should show they are developing an enquiring approach to life by raising deeper questions, investigate using a variety of sources and recognise the importance of literature as a religious form of expression, and can understand and use a growing religious vocabulary.
- Pupils should show how they value themselves, others and the world around them and explain their responsibilities.
- Pupils should recognise the range of emotions in themselves and others and begin to understand their causes and reflect upon their own experience and that of others and to express sensitively their own thoughts with confidence recognise that people have a variety of life experiences.
- Pupils should know and show a simple understanding of the Christian belief that Jesus was the “Christ”, the “Son of God”, and that Jesus was both God and man.
- Pupils should know and understand the early Christian belief that Christ’s death was a ransom that had to be paid to free humanity from Satan’s power.
- Pupils should know that the belief that Christ’s death was a ransom is expressed in early Christian writing, in Mark’s Gospel 10:45.
- Pupils should know and understand that Christ’s death is understood as a sacrifice for human sin that has to be paid.
- Pupils should know the belief that humanity has been saved from “Satan’s power” is expressed in Christian writing, e.g. “The Lion, the Witch and the Wardrobe” by C S Lewis and Christian music, e.g. “God rest ye Merry Gentlemen”
- Pupils should know and consider ideas and insights which challenge the view that Jesus’ death and resurrection involved the paying of a “ransom” or that Satan was tricked.
- Pupils should express their own ideas and insights and raise relevant questions in response to their enquiry into Christian beliefs about the death and resurrection of Jesus.
- Pupils should suggest answers to the questions they raise use reasons and evidence to support or justify their ideas and views.



| Year 5                                            | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                                                                                                                                                                                                | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Understanding Christianity Jigsaw RE Units</b> | <b>Concept: God</b><br>Religion: Christianity<br>What does it mean (for Christians) if God is holy and loving?                                                                                                                                                                                                                                                                                                                                                                                  | <b>Concept: Incarnation</b><br>Religion: Christianity<br>Was Jesus the Messiah?                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Theme: Belief into action</b><br>Religion: Sikhi<br>How far would a Sikh go for his/her religion?                                                                                                                                                                                                                                                                                                                                              | <b>Concept: Salvation</b><br>Religion: Christianity<br>What did Jesus do to save human beings?                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Theme: Prayer and worship</b><br>Religion: Sikhi<br>What is the best way for a Sikh to show commitment to God?                                                                                                                                                                                                                                                       | <b>Concept: Kingdom of God</b><br>Religion: Christianity<br>What kind of King is Jesus?                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Fundamental Knowledge</b>                      | <p>Pupils will know that:</p> <p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <p>Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p> | <p>Pupils will know that:</p> <p>Jesus was Jewish.</p> <p>Christians believe Jesus is God in the flesh.</p> <p>They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p>The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</p> <p>Christians believe that Jesus fulfilled these expectations, and that he</p> | <p>The 5 Key Sikh beliefs</p> <p>God is in everything (Sikhs see God as an energy source rather than as a physical entity)</p> <p>It is a Sikh's duty to serve others (sewa)</p> <p>All people should be treated as equals</p> <p>Sikhs should share what they can with others</p> <p>Sikhs should earn their living honestly</p> <p>The Langar is an important concept in Sikhi as it was started by Guru Nanak, founder of Sikhi. Everyone,</p> | <p>Pupils will know that:</p> <p>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>The Gospels give accounts of Jesus' death and resurrection.</p> <p>The New Testament says that Jesus' death was somehow 'for us'.</p> <p>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying</p> | <p>Sikhs are proud to visibly show commitment to their faith – this can be done in many ways including:</p> <p>Joining the Khalsa through the Amrit Ceremony</p> <p>Wearing the 5 K's</p> <p>Worshipping in the Gurdwara</p> <p>Reading and respecting the Guru Granth Sahib</p> <p>Serving the community through the Langar meal and other areas of Sewa (service)</p> | <p>Pupils will know that:</p> <p>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p> |



# RE Curriculum Map



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|                   | <p>Christians believe getting to know God is like getting to know a person rather than learning information.</p> | <p>is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>Christians see Jesus as their Saviour (See Salvation).</p> | <p>regardless of rank or wealth, sits and eats freely provided and freshly produced vegetarian food and non-alcoholic drink together as equals</p> | <p>the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.</p> <p>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p> |                                                                                              |                                                                                     |
| <b>Vocabulary</b> | <p>Injustice</p> <p>Forgiveness</p> <p>Grace</p> <p>Worship</p> <p>Biblical teachings</p>                        | <p>Messiah</p> <p>Rescuer</p> <p>Anointed</p> <p>Saviour</p>                                                                            | <p>Harmadir Sahib</p> <p>Langar</p> <p>5 Ks</p> <p>Waheguru</p> <p>The Guru Granth Sahib</p>                                                       | <p>Sacrifice</p> <p>Punishment</p> <p>Sin</p> <p>Victory</p> <p>Holy Communion</p> <p>Eucharist</p> <p>Mass</p>                                                                                                                                                                                                                                                                                                                                       | <p>Waheguru</p> <p>Mool Mantar</p> <p>The Guru Granth Sahib</p> <p>Chauri</p> <p>Granthi</p> | <p>Kingdom of God</p> <p>Community</p> <p>Feast</p> <p>Obedience</p> <p>Service</p> |



## Year 6

**Solihull  
SACRE  
Agreed  
Syllabus for  
RE**

- Pupils should talk about God and identify the influence of religion in the lives of believers and know some elements of religions and moral teachings and be able to discuss moral questions.
- Pupils should describe and discuss the significance of a number of religious festivals practices and symbols and re-tell a range of religious stories and identify their sources and be able to describe a number of people of faith.
- Pupils should show they are developing an enquiring approach to life by raising deeper questions, investigate using a variety of sources and recognise the importance of literature as a religious form of expression, and can understand and use a growing religious vocabulary.
- Pupils should show how they value themselves, others and the world around them and explain their responsibilities.
- Pupils should recognise the range of emotions in themselves and others and begin to understand their causes and reflect upon their own experience and that of others and to express sensitively their own thoughts with confidence recognise that people have a variety of life experiences.
- Pupils should know that Jesus said that the greatest commandment was to “love one another as I have loved you” (John 15:12).
- Pupils should understand that the word for “love” used in John 15:12 is the Greek word “agape” and that this word is often used in the New Testament for “Christian love”.
- Pupils should recall the parable of “The Good Samaritan” (Luke 10:25-37) and show understanding of the following: 1. The Samaritan provides an example of a higher type of love that is “Christian love” (or “agape”). 2. The Samaritan demonstrates “agape” - this higher type of love by stopping. He puts himself in great danger risking his own life. 3. By taking the man to safety the Samaritan makes a sacrifice and accepts cost to himself to help not a friend but a person who most Samaritans would regard as an enemy. 4. The Samaritan does not expect to get anything back in return – it is not a favour which is likely to be returned.
- Pupils should know that Christians believe that God has this higher form of love towards humankind and that this is expressed in the words, “For God so loved the world that he gave his only Son, that whoever believes in him should not perish but have eternal life” (John 3:16).
- Pupils should understand that “agape” or “Christian love”:- a) is not the same as romantic love or passionate attraction (that would be “eros”). b) involves freely giving kindness or help to another person including the outcast, the rejected, even an enemy. c) involves not expecting to get anything back in return. d) may involve effort, cost, risk and danger.
- Pupils should express their own ideas and insights and raise relevant questions in response to their enquiry into what “Christian love” is and what it requires of a person.
- Pupils should suggest answers to the questions they raise using reasons and evidence to support or justify their ideas and views.



| Year 6                                                      | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                     | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Understanding Christianity</b><br><b>Jigsaw RE Units</b> | <b>Concept:</b><br>Creation/Fall<br><b>Religion:</b> Christianity<br>Creation or science:<br>conflicting or complementary?                                                                                                                                                                                                                                                                                                  | <b>Concept:</b> Gospel<br><b>Religion:</b> Christianity<br>What would Jesus do?                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Theme:</b> Beliefs and meaning - Agape<br><b>Religion:</b> Christianity<br>What does 'Christian love' require of a person?                                                                                                                                                                                                | <b>Concept:</b> Salvation<br><b>Religion:</b> Christianity<br>What difference does the resurrection make for Christians?                                                                                                                                                                                                                                                                                                        | <b>Theme:</b> The teachings of Baha'u'llah<br><b>Religion:</b> Baha'i<br>How important is Baha'u'llah to Baha'is?                                                                                                                                                                                                                                                                                                          | <b>Theme:</b> Humanist role models and how they impact on actions a Humanist might take<br><b>Religion:</b> Humanism<br>How do inspirational people impact on how Humanists live today?                                                                                                                                                                                                                                                                                                                                                   |
| <b>Fundamental Knowledge</b>                                | <p>Pupils will know that:</p> <p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>There are many scientists throughout</p> | <p>Pupils will know that:</p> <p>The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <p>Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p> <p>Christians believe that they should bring this good news to life in the world in</p> | <p>Explain how different people show love in different ways.</p> <p>Explain what Christians mean by agape and how God supports them to show this.</p> <p>Explain how agape is an important part of the Christian faith and why Christians believe this.</p> <p>Give opinions about why agape is important to Christians.</p> | <p>Pupils will know that:</p> <p>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>The Gospels give accounts of Jesus' death and resurrection.</p> <p>Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p> | <p>Describe how they could act if they were following one of the teachings.</p> <p>Consider how it might not always be easy to act in the way the teaching requires and explain what might help.</p> <p>Say that Bahá'u'lláh is an important person to Bahá'ís and explain why.</p> <p>Explain the key ways in which Bahá'ís could show that they are following Bahá'u'lláh's teachings and the impact on their lives.</p> | <p>The enquiry considers how Humanists may live their lives based on the following key beliefs:</p> <p>There is no evidence of a god — science gives many answers to things previously attributed to gods e.g. the formation of life</p> <p>We have one life — we need to make the best of it</p> <p>It is our responsibility to treat humans and other living things ethically, fairly and positively</p> <p>We need to take personal responsibility for our actions</p> <p>We have the potential to achieve great things which will</p> |



# RE Curriculum Map



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|                   | <p>history and now who are Christians.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p> | <p>different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community</p> |                                                                                                                             | <p>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p>             | <p>Describe how Bahá'ís might act if they were following the teachings and how this could be difficult.</p> <p>Talk about the importance of different teachings and explain how a Bahá'í may find it difficult to follow them.</p> | <p>benefit humanity and future generations</p> <p>Humanists value freedom, empathy, reason and human rights</p> <p>Humanists respect people's right to hold their own beliefs; however they are opposed to human rights being violated which can happen in some societies, some of which may be governed by religious law.</p> |
| <b>Vocabulary</b> | <p>Creation</p> <p>Creator</p> <p>Genesis 1</p> <p>Majesty</p> <p>Scientific</p>                                                                          | <p>Peace</p> <p>Forgiveness</p> <p>Healing</p> <p>Community</p> <p>Sin</p> <p>Sermon on the Mount</p> <p>Weak</p> <p>Vulnerable</p>                         | <p>Agape</p> <p>Love</p> <p>Prejudice</p> <p>Good Samaritan</p> <p>Neighbour</p> <p>Eros</p> <p>Philos</p> <p>Community</p> | <p>Sacrifice</p> <p>Resurrection</p> <p>Salvation</p> <p>Incarnation</p> <p>Hope</p> <p>Restoration</p> <p>Relationship</p> | <p>Bahá'u'lláh</p> <p>Bahá'í teachings</p> <p>unity</p> <p>equality</p> <p>humanity</p>                                                                                                                                            | <p>Atheist</p> <p>Non-religious</p> <p>Evolution</p> <p>Naturalist</p> <p>Anatomist</p> <p>Anthropologist</p> <p>Ethical</p> <p>Impact</p>                                                                                                                                                                                     |